DOCUMENT RESUME

ED 361 541 CE 064 513

AUTHOR	Garing, Kelli; And Others
TITLE	A Guide to Resources on the School-to-Work Transition. Facts, People, Programs, and Information Sources.
INSTITUTION	Indiana Youth Inst., Indianapolis.
PUB DATE	Jul 92
NOTE	56p.
AVAILABLE FROM	Indiana Youth Institute, 333 N. Alabama Street, Suite 200, Indianapolis, IN 46204 (order no. RGSW: free while supplies last, $2.50 postage and handling).
PUB TYPE	Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Books; Computer Software; *Educational Resources; *Education Work Relationship; Instructional Materials; Learning Resources Centers; Library Materials; Postsecondary Education; *Program Descriptions; *Program Development; Publications; *Resource Materials; Resource Staff; *School Business Relationship; Secondary Education; State Legislation
IDENTIFIERS	*Indiana Youth Institute

ABSTRACT

This document lists some of the resources available on the issue of the school-to-work transition. Many of the selected items are available from the Indiana Youth Institute (IYI). The first of four sections summarizes facts about the school-to-work transition, including the transition itself, youth labor and tax laws, and legislation enacted in Indiana in 1992. The second section profiles people and programs, including 47 programs in Indiana and the nation, 16 organizations, and 11 resource people. In the third section, the following information sources are listed: a bibliography of 14 materials from Indiana sources; 39 national publications available from the IYI; a list of 14 school-to-work transition periodicals; and a list of 8 transition software programs and databases. The final section contains these other resources: an order form from the Indiana College Placement and Assessment Center, a list of 11 IYI publications, a list of 31 IYI bibliographies, and a form for facsimile transmission of comments from users of the guide to the resource center. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 361 541

A Guide to Resources
on the

SCHOOL-TO-WORK TRANSITION

Facts, People, Programs,
and Information Sources

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J D Hust

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

CE064513

The Indiana Youth Institute
Working with adults
who care about youth

BEST COPY AVAILABLE

A Guide to Resources
on the

SCHOOL-TO-WORK TRANSITION

Facts, People, Programs,
and Information Sources

Prepared by Kelli Garing, Ann Kirwan,
Barbara Ludlow and Becky Ristow

JULY 1992

The Indiana Youth Institute is a nonprofit, independent center dedicated to the healthy development of Indiana's young people and the adults who serve them. Through training, research, and advocacy, IYI enables youth-serving professionals to be more effective and ensures that the voices of youth are heard. IYI recommends, but does not endorse, the resources and information provided in this guide. This is only a sampling of materials and information available on the school-to-work transition. For further information, please contact your local libraries.

Indiana Youth Institute • 333 N. Alabama Street • Suite 200 • Indianapolis • Indiana • 46204 • (317) 634-4222 • (800) 343-7060

THE RESOURCE CENTER

Through its Resource Center, the Indiana Youth Institute provides a wealth of information on a broad range of issues that affect young people, creates a strong communication network, and serves as a state and national resource for information about Indiana's efforts on behalf of its young people.

Accurate and comprehensive information gives youth-serving professionals the tools to know whether they have made a difference. Through its noncirculating collection, the IYI Resource Center promotes linkages between statewide efforts on behalf of youth.

The IYI Resource Center provides:

- information from books, journals, videos, and ephemeral materials on issues affecting children, adolescents, parents, and youth workers;
- program information from statewide agencies and selected national agencies;
- resource bibliographies;
- annotated guides to resources that provide in-depth information on specific topics related to youth;
- access to on-line searches for demographic and bibliographic data;
- the names, addresses, and phone numbers of program/agency contact people in Indiana and the United States.

Please call the Resource Center staff with your requests or inquiries at (317) 634-4222 or (800) 343-7060. Our fax number is (317) 685-2264.

Indiana Youth Institute • 333 N. Alabama Street • Suite 200 • Indianapolis • Indiana • 46204 • (317) 634-4222 • (800) 343-7060

TABLE OF CONTENTS

INTRODUCTION 1

FACTS

- Facts about the School-to-Work Transition 3
- Facts about Youth Labor and Tax Laws 4
- 1992 Indiana General Assembly Legislation 6

PEOPLE AND PROGRAMS

- School-to-Work Transition Programs 9
- Organizations Concerned about the School-to-Work Transition 22
- Resource People 28

INFORMATION SOURCES

- Bibliography from the IYI Resource Center 32
- School-to-Work Transition: Periodicals 39
- School-to-Work Transition: Software and Databases 41

OTHER RESOURCES

- Order Form from ICPAC: Indiana College Placement and Assessment Center
- IYI Publications
- IYI Bibliographies
- Tell us what you think! (Fax transmittal)

SCHOOL-TO-WORK TRANSITION

An Introduction

What is the school-to-work transition?

Educators, business people, counselors and psychologists, economists, and young people themselves see this transition period from different perspectives, and, hence, propose solutions within that framework. For example, the business person looks to the future and expects new employees to be able to meet the challenges of a changing, global economy. Economists and analysts look at the demographic changes. Educators and counselors, in contrast, live day to day with the personal affects of the school-to-work transition. For youth, this period may begin with an entry-level job at a fast-food chain, an apprenticeship program, a spot in the military, or even the decision to explore higher education. This Guide was created to help cut across those different perspectives for a comprehensive look at the school-to-work transition.

Why were these resources selected?

This is not an exhaustive list of resources. We chose to include those resources that represent a cross-section of the complex issue of the school-to-work transition. We also looked for those resources that we thought offered the broadest information. Many other resources exist that are tailored to specific vocational, career, cultural, and ethnic programs. We encourage you to use our Resource Center or your local libraries for additional information.

Why do I need to be concerned about the school-to-work transition?

Changes in local and global economies as well as demographics have put increased pressures on young people entering the job market. It is now more difficult to get a first job, to make the transition from a first job to primary employment, or to establish a stable financial future with the wages associated with entry-level jobs.

The school-to-work transition should be of concern to us all because no one is safe from the consequences of our failure to integrate our youngest workers into the economy. As a reporter recently explained, "Poor schools, unskilled workers and declining American competitiveness abroad and at home are inextricably bound in a downward spiral of opportunities lost--for individuals and for our nation."

How will this Guide to Resources help me?

This Guide is useful for all those who care about youth or the importance of a skilled work force. It can help you

- direct a youth toward a valuable work experience,
- develop a new program modeled after an existing one,
- speak to an expert about this topic,
- find partners for a broad-based effort, or
- advocate for school-to-work transition issues.

Please call our Resource Center Staff for any questions you might have regarding this Guide to Resources.

FACTS

FACTS ABOUT
The School-To-Work Transition

The school-to-work transition is a complex topic with many related issues. Below, we cite statistics that might stimulate thinking as to why the school-to-work transition is such an important issue for everyone today.

POPULATION

- Between 1980 & 1990, the number of Indiana children under the age of 18 declined by 10%. Selective out-migration, added to national trends, have resulted in 10% fewer young people in Indiana.
  Source: The State of the Child in Indiana, 1992

JOB PREPAREDNESS

- In a 1990 survey about employment issues conducted by Labor Market Information Services, 575 responded to the question: "What is your most serious problem in hiring qualified workers?" Thirty-seven percent felt that recent Indiana high school graduates lacked basic skills required for entry level positions.
  Source: R. Dierdorf, "For Hire: The Old Fashioned Work Ethic," Indiana Report, Spring, 1991, pp. 1,7

- In 1990 three out of four jobs require some education or technical training beyond high school.
  Source: iNET: Indianapolis Network for Employment and Training

- Almost one of every four ninth graders will not graduate from high school.
  Source: Indiana Department of Education, 1992

- Business leaders surveyed by *Fortune* magazine and Allstate Insurance say that "USA firms spend $25 billion a year teaching workers basic skills."
  Source: Fortune Magazine, March, 1989

EMPLOYMENT DURING SCHOOL

- Nearly six in ten students surveyed by the *Indiana Youth Poll* reported having after-school or weekend jobs.

- Nearly one in five of these same students worked in excess of twenty hours per week.

- Four out of ten students employed during high school see no relationship between their current job and future employment.
  Source: Indiana Youth Poll, 1992

FACTS ABOUT
Youth Labor and Tax Laws

FEDERAL INCOME TAX LAWS

- If a student is a dependent, and he has no unearned income, no tax return is required unless earnings total at least $3,600.
- If a student is a dependent and has unearned income of $600 or more, a return must be filed. Unearned income, for example, might be from a savings account.

Source: Carolyn Stumpf, public affairs officer, Internal Revenue Service

INDIANA INCOME TAX LAWS

- If the student earns more than $1,000, that income must be reported for state income tax purposes.
- A student who earns less than that probably also would want to report it, in order to get a refund of earnings withheld.

Source: Larry McKee, public affairs director, Indiana Department of Revenue

INDIANA CHILD LABOR LAWS

- An 18-year-old is not subject to state or federal child-labor laws.
- Workers aged 14 through 17, except those who are high school graduates, must have work permits.
- High school graduates younger than 18 need no work permits and are subject to no hour restrictions, but they can't operate prohibited equipment. Examples of prohibited equipment:
    - In the fast-food industry, no one under 18 can touch an electric meat slicer, grinder, or commercial mixer.

Source: This information was taken with permission from an article in the Indianapolis Star, May 25, 1992.

- In grocery stores, they cannot run a baler, like a huge compactor, where stores put their paper and cardboard.

- In a factory, no one under 18 can run a forklift.

- Except for certain circumstances, a 14-or 15-year-old cannot cook. A 16-year old can cook, but can't touch an electric meat slicer.

INDIANA CHILD LABOR LAWS–AGES

- **14- and 15-year-olds:** 8 hours per day and/or 40 hours per week. No work before 7 a.m. or after 9 p.m.

- **16-year-olds:** Generally, 8 hours per day and/or 40 hours per week. No work before 6 a.m. or after 10 p.m. But during the summer, with written consent from parent or guardian, a 16-year-old can work until midnight and can work 9 hours per day and/or 48 hours per week. The worker must have a least one day off per week.

- **17-year-olds:** Generally, 8 hours per day and/or 40 hours per week. No work before 6 a.m. or any shift beginning after midnight. During summer, with written consent of parent or guardian, this age group also can work 9 hours per day and/or 48 hours per week, but must have at least one day off per week.

- Age 14 generally is the minimum age for employment, except for exempted types of work, which have no age limit or requirement for a work permit: golf caddies, newspaper carriers, entertainers and workers in domestic service, such as baby sitting or lawn work.

- There is no age limit for children who work on a parent's farm. Other farm workers must be at least 12 years old.

Source: Ron Wintrode, director of the Bureau of Child Labor of the Indiana Department of Labor

Source: This information was taken with permission from an article in the Indianapolis Star, May 25, 1992.

LEGISLATIVE SUMMARY

Education Issues Passed by the 1992 Indiana General Assembly

Prepared by the Indiana Department of Education
H. Dean Evans, Superintendent of Public Instruction

Attached is a summary of the major education legislation adopted by the 1992 Indiana General Assembly. If you have questions about the legislation described in this summary or other education legislative matters, please do not hesitate to contact us. The staff members who were most involved in monitoring the legislative session are listed below:

Ed Adams, Legislative Liaison 232-6648
Linda Bond, Policy Analyst 232-6672
Joe DiLaura, Policy Analyst 232-3513
Kyle Hannon, Policy Analyst 232-6614
Evelyn Sayers, Policy Analyst 232-6671
Jeff Zaring, Board Relations Specialist 232-6622

WORK FORCE DEVELOPMENT

SB 419

This legislation made numerous changes to Indiana education law.

Essential Skills and ISTEP: Beginning in the 1994-95 school year, ISTEP will include a state exam at Grades 4, 8 and 10, optional state-provided diagnostic exams at grades to be determined by the State Board of Education, and a locally maintained portfolio assessment program. These complementary assessment programs will all be based upon the Indiana essential skills, a set of skills to be adopted by the State Board of Education by January 1994.

-- Grades 4 and 8 Assessment Program: At Grades 4 and 8, the state test will yield school-level information for use with Performance-Based Accreditation, School Incentive Awards, and local curriculum planning. The optional state-provided diagnostic exams will yield individual student scores. Decisions about remediation and promotion will be made locally using the results of the portfolio assessment and, if desired, the diagnostic exams. Remediation will be provided to students who do not possess the essential skills (at Grades 4 and 8 and other grade levels to be determined by the SBOE) if funding is available.

-- Grade 10 Gateway Exam and Gateway Certificate: At Grade 10, the gateway exam will yield both individual and school-based scores. A State Standards Task Force comprised of educators and representatives of business and labor will recommend standards and content for the gateway exam to the State Board of Education. Students will be expected to pass the gateway exam and receive a Gateway Certificate as one requirement for graduation, although exceptions will exist for special education students and for students who need an alternative form of assessment. Remediation will be provided if funding is available.

-- Grade 11 and 12 Options for Students: Students who pass the gateway exam will be expected to develop a career plan and choose a technical or college preparatory curriculum for the remainder of their high school careers. This career plan will be developed in cooperation with the guidance counselor and the parents of the student.

-- Technical Certificates of Achievement: Students who choose a technical preparatory curriculum will be required to pass a state-selected technical assessment and receive Technical Certificates of Achievement in their technical fields of study. These certificates will be a graduation requirement if the local governing body requires it.

-- Academic Certificates of Achievement: Students who choose the college preparatory curriculum may take Advanced Placement exams in those courses and receive Academic Certificates of Achievement. The state will pay for those exams beyond math and science if the State Board of Education approves the subjects and if funding is available.

-- Student Transcript: Beginning with the 1994-95 school year, schools will be required to record on high school transcripts the attendance records, gateway assessment results, and secondary and postsecondary level certificates of achievement earned by students.

-- Alternative Education: School corporations may develop an alternative program for students who fail to obtain the Gateway Certificate. The alternative program must be approved by the State Board of Education. A .50 weight is included in the formula to fund the programs; however, the school corporation does not have to offer a program if funding is not provided.

-- Optional Guarantee of Gateway and Achievement Certificates: Providers of Gateway Certificates and secondary and postsecondary academic and technical certificates of achievement may provide a 1-year guarantee to employers.

Technical Education

-- Work Force Partnership Plans: School corporations, area vocational schools, and public colleges will be required to enter into work force partnership plans for technical education. The plans must be approved by the Indiana Commission on Vocational-Technical Education. The SBOE will approve secondary technical programs; the Commission on Higher Education will approve postsecondary technical programs.

-- Work Force Proficiency Panel: Expands the duties of the work force proficiency panel (previously called the vocational-technical proficiency panel) to determine the essential and technical skills required to be effective in the technical trades and professions, to review existing technical education programs at the secondary and postsecondary level, and to adopt the secondary and postsecondary level technical certificate of achievement assessment instruments and standards.

Additional K-12 Education Changes:

-- Career Awareness: All school corporations must include career awareness instruction in their Grade 1-12 curriculua, and the DOE must develop career awareness and career development models for schools. The DOE will receive assistance from the Department of Labor and the Indiana Commission on Vocational-Technical Education.

-- Dropout Exit Interview: Students wishing to drop out before age 18 (and after age 16) must receive parental permission and participate with their parent(s) in an exit interview with school officials. If the parent and the student disagree about the decision to drop out, the principal shall make the final decision.

-- ISTEP Remediation: The legislation allows the Department of Education to determine the percentile cut score for ISTEP remediation, and freezes the number of Grade 1 students who qualify for summer remediation at the number in a corporation who qualified during the summer of 1991.

-- Nonpublic Schools: Nonaccredited, nonpublic schools are relieved from the requirements of this legislation. Students in these schools are allowed to participate in these programs at a public school or accredited nonpublic school, depending upon the approval of the governing body or superintendent of the receiving school.

-- Definition of Textbook: The definition of "textbook" is changed from "systematically organized printed material" to "systematically organized material" designed to provide a specific level of instruction in a subject matter category.

Effective July 1, 1992

CHILD LABOR LAWS

SB 192

The Child Labor Law has been changed significantly by SB 192. Issuing officers may now deny work permits to students if their attendance is not in good standing or if their academic performance does not meet the school corporation's standard. A "significant decrease" in attendance can now result in a revocation of work permits by issuing officers. Note that the terms "good standing" and "significant decrease" must be defined by school corporations.

A student seeking a work permit from a school he/she does not attend must provide the issuing officer with a written statement from the school the child attends that attests to the student's "acceptable academic performance and attendance."

No child less than 18 can be employed between 7:30 a.m. and 3:30 p.m. on a school day unless a written exception is issued to the employer by the school. A child that is 14 or 15 years old may not work (1) over 3 hours on a school day, (2) before 7 a.m., (3) after 7 p.m., and (4) more than 18 hours in a school week.

The Department of Labor, Bureau of Child Labor, can now assess fines for violations of the Child Labor Law.

(This information was compiled by Gaylon Nettles, Division of Student Services, 232-9111.)

PEOPLE AND PROGRAMS

SCHOOL-TO-WORK TRANSITION PROGRAMS

INDIANA

ADOLESCENT CARE TEAM IN OUR NEIGHBORHOOD CENTER
(A.C.T.I.O.N. Center)
Gerri Whitaker, Administrator: (317) 921-3163
925 East 38th Street
Indianapolis, IN 46205
(317) 924-9276

The **A.C.T.I.O.N CENTER** is available to Indianapolis youth for a comprehensive array of services. Some of the services that the center offers daily include medical and counseling services for basic health problems, family planning, employment physicals, vision and hearing screening, employment counseling, and referrals for GED classes.

BEST
(Formerly known as Business Encouraging Success for Tomorrow)
Harriet Richardson, Educational Designer
PO Box 181
Indianapolis, IN 46206
(317) 226-4868

The **BEST** program is an Indianapolis-based mentorship program for children. BEST was designed to be a business and education cooperative venture to serve youth. It matches adult professionals with students (beginning with the elementary school child and continuing through his/her higher education) in an effort to build self-esteem, self-management and leadership skills.

CAMPUS CRUISERS
Girls Inc.
Penny Sheppard, Director of Going Places
3959 North Central Avenue
Indianapolis, IN 46205
(317) 283-3316

CAMPUS CRUISERS is designed to get fifth and sixth graders interested in college. This program offers six classes that discuss issues such as small vs. large institutions, co-ed schools, fears of leaving home, and preparation for entrance exams. Following these classes the girls are hosted by college co-eds at Ball State University for a weekend.

CAREER BEGINNINGS PROGRAM
Center for Corporate & Education Initiatives
The Heller School, Brandeis University
Waltham, MA 02254-9110
(800) 873-2120

CAREER BEGINNINGS
Indiana University, Northwest
Carol Holcomb, Coordinator
3400 Broadway
Gary, IN 46408
(219) 980-6761

CAREER BEGINNINGS is a college-business-community initiative operated in over 25 cities across the country. The project targets at-risk and vulnerable students in their junior year and serves them for two years with a set of activities which include: academic enrichment, one-to-one mentoring from the business and professional community, personal career/educational counseling, summer employment, and life skills seminars.

CHRISTAMORE HOUSE ACHIEVEMENT PROGRAM (CHAP)
Christamore House
Ieva Grundy, Social Development Director
502 North Tremont Street
Indianapolis, IN 46222
(317) 635-7211

The **CHAP** program exposes 13-18-year-olds to university life by providing four tours each year of the campus, dorms and classes by sorority and fraternity members at the college. The CHAP teens meet twice monthly to plan campus trips, participate in life-planning and sexuality programs, and plan and implement service projects.

4-H
contact the 4-H extension office
in your county or: Purdue University
Cooperative Extension Service
Agricultural Administration Building
West Lafayette, IN 47907
(317) 494-8422

4-H is a nonformal youth development educational program designed to meet the needs and interests of boys and girls. 4-H programs help the individual develop leadership and citizenship skills, become self-reliant, explore careers and leisure time opportunities, gain knowledge and skills in various project areas and use scientific and technological methods in making and solving problems.

GIVE SOME BACK
Richmond College Incentive Plan
Birgit P. Vertesch, Alumni Development Director
300 Hub Etchison Parkway
Richmond, IN 47374
(317) 973-3300

The **GIVE SOME BACK** Scholarship Incentive Plan proposes to guarantee any Richmond High School graduating senior a tuition-free education at his/her choice of Indiana University East, Ivy Tech, or Earlham College. Each student must apply for financial aid and other available scholarships. In return, GSB guarantees to cover the remaining tuition. Once admitted to the school, the student must remain in good standing and be classified as a full time student. This center will assist graduates in preparing for the job search, networking with fellow alumni, and in developing job leads for potential employment.

JUNIOR ACHIEVEMENT
Check your local Junior Achievement office for information

JUNIOR ACHIEVEMENT
Karl Flemke, President
45 E. Clubhouse Drive
Colorado Springs, CO 80906
(717) 540-8000

JUNIOR ACHIEVEMENT OF CENTRAL INDIANA, INC. (JA) provides economic programming to more than 25,000 students in 246 schools in a 33-county area of Indiana. One of the many economic awareness programs that JA sponsors is called the "Economics of Staying in School". In six lessons, this program helps to reduce the number of high school dropouts by showing the benefits of staying in school, discussing the social concerns of being a dropout, and providing career exploration activities. A grant from Conseco, Inc. is allowing JA to launch this program in every seventh grade classroom in the Indianapolis Public School system.

INDIANA COLLEGE PLACEMENT AND ASSESSMENT CENTER (ICPAC)
Scott Gillie, Executive Director
2805 East Tenth Street
Bloomington, IN 47405
ICPAC Hotline: (800) 992-2076

The INDIANA COLLEGE PLACEMENT AND ASSESSMENT CENTER (ICPAC) is a comprehensive education and career information service. ICPAC operates a toll-tree telephone hotline in Indiana, which is open seven days a week, twenty four hours a day. The ICPAC Hotline provides free information about postsecondary schools, admission requirements, and tests, financial aid, career overviews, and listings of special services. ICPAC helps link agencies and organizations that encourage postsecondary education and career development with students who could benefit from such services. ICPAC operates a dial-up computer resource, (PLAN) which connects high schools, colleges, libraries, and other organizations with an electronic library.

IndianaPLUS
Indiana Department of Education
Patty Shutt, Planning Specialist, Center for School Improvement
Room 229, State House
Indianapolis, IN 46204
(317) 232-9157

The **IndianaPLUS** program is a collaborative effort of federal and state agencies. Using a modified version of the SCANS Survey, about 100 Hoosier high school seniors in five communities with ABC/TV affiliates (Indianapolis, Terre Haute, Fort Wayne, Evansville and South Bend-Elkhart), will conduct work-place interviews. The interviews will focus on the work-worlds of entry-level employees. The five groups will each produce a videotape of their work, and will put together a handbook about the working worlds they have studied. The videos and handbooks will be used in presentations to peers and to students Grades 7 and 8. If successful, the organizers hope to expand this pilot program nationwide.

INDIANAPOLIS NETWORK FOR EMPLOYMENT AND TRAINING (iNET)
Iantha Bell, Assistant Vice President of Youth Development Services
32 East Washington Street
Indianapolis, IN 46204
(317) 684-2200

iNET targets economically disadvantaged students between the ages of 14 and 21, who are at-risk of not successfully completing high school and who are having difficulty making the transition to the world of work. To this end, iNET's goals are to provide participants with training and services which result in: students remaining in school, demonstrating satisfactory progress toward graduation, pre-employment and work maturity skills attainment, basic skills attainment and job specific skills attainment. iNET delivers its services through high school-based programs, community programs, university-based programs at IUPUI, Butler and Marian College, employer-based programs and through its offices.

INROADS, INC
National Headquarters
1221 Locust Street, Suite 800
St. Louis, MO 63103
(314) 241-7488

INROADS/INDIANAPOLIS, INC.
Mike Jennings, Managing Director
47 South Meridian, Suite 309
Indianapolis, IN 46204
(317) 634-0111

INROADS develops and places talented minority youth in business and industry and prepares them for corporate and community leadership. African American, Hispanic and Native American youth are eligible. Preference goes to high school and college students with 3.0 or better grade averages. For high school students, it combines intensive instruction in basic academic skills (math, science, English) with career counseling. INROADS offers summer internships which help students develop skills and knowledge for success in business.

OFFICE OF JOB CORPS
US Department of Labor
Third Street & Constitution Avenue, NW
Room N-4508
Washington, D.C. 20210
(800) 624-9191

ATTERBURY JOB CORPS CENTER
Larry M. Lunsford, Center Director
P.O. Box 187
Edinburgh, IN 46124
(317) 638-9529

The U.S. Department of Labor is the sponsor of the **JOB CORPS** program. Founded in 1966, it offers free vocational training and basic education to disadvantaged youth. To be eligible for Job Corps, a young person must be out of school and unemployed, or from a disadvantaged home. This federal program requires that applicants be over 16 and under 22 years of age at the time of enrollment. All who enter the Job Corps Program receive housing, food, books and supplies, as well as some clothes and medical and dental care, without cost to them or to their families. The maximum stay in Job Corps is two years, but many of its projects can be completed in nine to twelve months.

LIFE CHOICES
Big Sisters of Central Indiana
Leslie Montgomery, Life Choices Program Coordinator
615 North Alabama Street, Suite 314
Indianapolis, IN 46204
(317) 634-6102

LIFE CHOICES was developed by Big Sisters of Colorado in an effort to address the teen pregnancy problems. By focusing on the motivational needs and decision-making skills, the Life Choices program helps young girls to have control over their lives. The program also provides a fun and comfortable place where girls can learn about themselves and explore those choices together.

LINK-UP
RuVader T. Hall, Director
635 South Main Street
South Bend, IN 46601
(219) 282-4140

LINK-UP is a cooperative program between South Bend Community School Corporation and the Center for Educational Opportunity of the University of Notre Dame. Link-Up targets 25 seventh and 25 eighth graders who will be first generation college-goers and who have high academic potential. The program provides college-preparatory skill enhancement and motivational activities.

PARTNERS IN EDUCATION (PIE)
Indianapolis Chamber of Commerce
Scott Bauserman, Partnership Coordinator
320 North Meridian Street, Suite 928
Indianapolis, IN 46204
(317) 464-2222

The mission of **PIE** is to positively affect the social, academic, vocational, and/or leadership skills of students and employees through partnerships between the educational and business communities. PIE began its second decade in January 1990 with 59 schools partnered with 72 businesses. Over its decade of involvement Partners in Education has expanded its activities from an early emphasis on the development of specific work skills and career education to projects that improve students' self-esteem and attitudes, increase classroom attendance, and encourage community involvement.

PURSUITS
Fort Wayne Community Schools
Betty Sherbondy, Administrative Aide
1200 South Clinton Street
Fort Wayne, IN 46802
(219) 425-7587

The **PURSUITS** program assumes a significant role in the total school experience. It is designed to help students make more thoughtful and informed career decisions. Pursuits provides the basis for more comprehensive career exploration experiences for the students in Allen County.

RUTH LILLY CAREER DEVELOPMENT CENTER
Goodwill Industries of Central Indiana, Inc.
Greta Hutchins, Intake Admissions
1635 West Michigan Street
Indianapolis, IN 46222
(317) 264-1285

RUTH LILLY CAREER DEVELOPMENT CENTER, a division of Goodwill Industries of Central Indiana Inc., offers vocational evaluation, skills training, counseling, job placement, and related services to people who have difficulty finding and keeping jobs. The primary objective is to help people identify their interests, aptitudes and abilities, develop those abilities, and gain employment in the community. Each training program offered by The Career Development Center is individualized, with the length varying from three to twelve months. Adult basic education, specialized services for the deaf and hearing impaired, money management, and communications improvement classes are also available.

WAVE, INC.
Larry C. Brown, President
501 School Street, SW
Suite 600
Washington, DC 20024
(202) 484-0103

70001 OF INDIANAPOLIS
Amy Parker, Director
1040 East New York Street
Indianapolis, IN 46202-3730
(317) 633-7000

70001 OF INDIANAPOLIS is an affiliate program of WAVE Inc. (Work Achievement Values in Education) with headquarters in Washington, D.C. The WAVE Inc. Network includes 58 dropout recovery programs and 77 in-school prevention programs nationwide. 70001's mission is to provide remediation and complimentary services which enhance long-term employability and economic self-sufficiency of economically disadvantaged 16-19 year old Marion County high school dropouts.

SUMMER TRAINING AND EDUCATION PROGRAM (STEP)
Public/Private Ventures
Phyllis Snyder, STEP Coordinator
399 Market Street
Philadelphia, PA 19106
(215) 592-9099

SUMMER TRAINING AND EDUCATION PROGRAM
iNET
Donna Stephenson, STEP Coordinator
17 West Market Street
Indianapolis, IN 46204
(317) 684-2285

The **SUMMER TRAINING AND EDUCATION PROGRAM (STEP)** offers states and localities a proven way to provide basic skills remediation and life skills instruction along with summer jobs to low-income young people ages 14 and 15.

TALENT SEARCH PROGRAMS

TALENT SEARCH is primarily a counseling service designed to help individuals, aged 12-27, successfully pursue postsecondary education (education beyond high school). High school and college dropouts are included in this category, as well as continuing students. Talent Search provides indepth counseling toward higher education for talented persons from disadvantaged backgrounds for whom financial barriers exist.

ASSOCIATION FOR LOAN FREE EDUCATION (ALFE)
ALFE Talent Search
J.P. Smith, Executive Director
3820 North Capitol Avenue
Indianapolis, IN 46208
(317) 923-2547

OAKLAND CITY COLLEGE
Talent Search
Roxanne Mills, Director
Lucretia Street
Oakland City, IN 47660
(812) 749-1235

CENTER FOR EDUCATIONAL OPPORTUNITY
University of Notre Dame
Educational Talent Search
Warren G. Outlaw, Director
P.O. Box 458
Notre Dame, IN 46556
(219) 239-5670

FORT WAYNE TALENT SEARCH
Latin American Education Center
Joy Heinbaugh, Director
2119 S. Webster
Fort Wayne, IN 46802
(219) 745-5421

PURDUE UNIVERSITY - CALUMET
Talent Search
Beverly M. Robinson, Director
2233 171st Street
Hammond, IN 46323
(219) 989-2460

PURDUE UNIVERSITY - NORTH CENTRAL
Talent Search
Dee Ann Peterson, Director
1401 South US 421
Westville, IN 46391
(219) 785-5200

GARY'S EDUCATIONAL TALENT SEARCH
Gary Community School Corporation
Evelyn H. Reaves, Director
730 West 25th Avenue, Suite 23C
Gary, IN 46407
(219) 886-6426

***

THINK NOW! YOUR FUTURE DEPENDS ON IT
Big Brothers of Greater Indianapolis
John Brandon, Case Worker
1100 West 42nd Street
Indianapolis, IN 46208
(317) 925-9611

THINK NOW! is a program developed by the Indianapolis chapter of Big Brothers. It joins the teams of big and little brothers for the purpose of examining issues of self-esteem, male responsibility in sexual activity, setting life goals, and career and educational planning.

UPWARD BOUND PROGRAMS

The **UPWARD BOUND** programs are designed to identify low income and potential first-generation college students who are interested in pursuing post-secondary education. The goal of Upward Bound is to develop academic skills and motivation necessary for success in education beyond high school.

PROJECT UPWARD BOUND
Indiana University
1201 East 38th Street, Suite 101
Indianapolis, IN 46205-2868
(317) 274-2147

PROJECT UPWARD BOUND
University of Notre Dame
P.O. Box 458
Notre Dame, IN 46556
(219) 239-5669

PROJECT UPWARD BOUND
Purdue University Calumet
2233 171st Street
Hammond, IN 46323
(219) 989-2392

PROJECT UPWARD BOUND
Vincennes University
1002 North First Street
Vincennes, IN 47591
(812) 885-4310

PROJECT UPWARD BOUND
Indiana State University
University School Suite 200
Terre Haute, IN 47809
(812) 237-3067

***

WAYNE COUNTY COLLEGE FUND
Wayne County Foundation
Ruth Wickemeyer, Executive Director
33 South Seventh Street, Suite One
Richmond, IN 47374
(317) 962-1638

The purpose of the **WAYNE COUNTY COLLEGE FUND** is to develop a strategy that attacks the steady downdrift of educational proficiency and employability. A principal component of the plan is to raise an endowment to provide scholarships for Wayne County high school graduates so they can attend Wayne County colleges.

YOUTH INVESTMENTS PROGRAM
Eastside Community Investments, Inc.
Mike Finnerty, Director of Programs
Investing in People
26 N. Arsenal Avenue
Indianapolis, IN 46201
(317) 637-7300

The **YOUTH INVESTMENTS PROGRAM** invites young parents between the ages of 16-22, to earn up to 20 high school credits toward earning a diploma. The program also provides vocational education and practicum experience in either construction or day care. The educational portion of the program is implemented by the Indianapolis Public Schools. The young parents in this program attend regular high school classes during one week, and work in a practicum site the alternate week.

YOUTH JOB PREPAREDNESS PROGRAM, INC.
Verla Adams, Director
445 North State Street
Indianapolis, IN 46201
(317) 634-1414

The **YOUTH JOB PREPAREDNESS PROGRAM, INC.** is a community-based not-for-profit organization founded in 1983. Its mission is to train area youth, aged 14-16, who are currently enrolled in school in job seeking and job keeping skills. Working under supervision, earning wages, exploring career opportunities, counseling, and meeting similarly motivated young people have improved self-esteem and provided valuable experiences for teenagers involved.

YW TEENS
Contact your nearest YWCA office for more information

YW TEENS provides a positive outlet for teenage girls aged 12-17 who may participate in programs stressing career exploration, personal development, volunteer services, and social activities. YW Teens is also interested in issues that concern them and the people around them.

NATIONAL

BOCES GENESEO MIGRANT CENTER
Mary Fink, Resource Specialist
Holcomb Building, 210
Geneseo, NY 14454
(716) 245-5681

The **BOCES GENESEO MIGRANT CENTER** has two programs for youth. One is the Migrant Dropout Reconnection Program (MDRP), a national program to help youth re-enter educational and vocational programs. MDRP produces a monthly bilingual newsletter, REAL TALK, which gives information about role models, and educational and career options. The second program is the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children, that assists those migrant youth who have the potential and desire to further their education and achieve their personal and career goals.

BOY SCOUTS OF AMERICA
Exploring Division
Consult your local BSA Council for information

EXPLORING is a career-oriented program for young men and women ages 15-20. Posts are organized around a career or possible lifetime vocational interest and provide members hands-on experience with the "tools of the trade" under the guidance of professionals. Career Awareness Exploring is an in-school program for junior and high school students. Assemblies are organized and local business and professional people share information about their fields of work.

GIRL SCOUTS OF THE USA
Chris Bergerson, Senior Program Specialist
420 Fifth Avenue
New York, NY 10018-2702
(212) 852-8000

GIRL SCOUTS is an international organization that includes girls from kindergarten through 12th grade. It emphasizes development of girls in four areas, including: self-potential, relationships with others, values and contributions to society. Life skills are not only a part of the badges and interest projects that the girls work on, but career exploration is a chapter in the Girl Scout Handbook that requires Girl Scouts to assess their abilities and likes/dislikes for their future work. The segment is also designed to give them the confidence to make career choices based on their own hopes and dreams.

JOBS FOR AMERICA'S GRADUATES
Judith Boylson, Director of National Programs
1729 King Street, Suite 299
Alexandria, VA
(703) 684-9479

The mission of **JOBS FOR AMERICA'S GRADUATES, INC. (JAG)** is to assist at-risk and disadvantaged youth in graduating from high school and, thereafter, in finding and keeping quality jobs through a state supported school-to-work transition system. The school-based JAG Model combines dropout prevention and school-to-work transition. The program provides 10th, 11th and 12th grade youth with curriculum for career exploration, employability skills such as job attainment, job survival and independent living. JAG staff work one-on-one with students from the time they enter the program through nine months after they leave school. Job Specialists are then required to help the youth secure a solid transition into the workforce. JAG is funded by foundations and corporation grants and has never received any federal government assistance.

JOBS FOR YOUTH
David Harris, Executive Director
107 West 37th Street, Lower Level
New York, NY 10018
(212) 768-4001

The mission of **JOBS FOR YOUTH, INC.** is to enable low income, unemployed, and underemployed youth to enter and to compete in the labor market, and to help youth realize their fullest career potential. Jobs for Youth seeks to fulfill its mission by providing high quality employment-related services; by using innovative approaches to expand career opportunities; and by acting as an advocate for youth employment. JFY was founded in 1958 and has placed over 35,000 youth with over 1500 New York City employers. The JFY program model has been replicated in Boston (1976) and in Chicago (1978).

NATIONAL ASSOCIATION OF SERVICE & CONSERVATION CORPS
Leslie Wilkoff, Director of Membership Services
1001 Connecticut Avenue, NW, Suite 827
Washington, DC 20036
(202) 331-9647

NATIONAL ASSOCIATION OF SERVICE & CONSERVATION CORPS is a non-profit membership organization of agencies and individuals that promote youth corps programs. NASCC provides technical assistance to new and operating corps programs, and has assisted in the creation of numerous corps programs. Conservation and service corps programs--youth corps--harness the energy and idealism of young people, ages 16-23, to meet the needs of communities, states, and the nation. Corps programs provides paid, productive, full-time work.

27

NEW WAYS TO WORK
Steve Trippe, Associate Director
149 Ninth Street
San Francisco, CA 94103-2630
(415) 552-1000

NEW WAYS TO WORK is a model program designed to link youth to appropriate year-round part-time and summer jobs. Working closely with schools, community organizations and businesses, we have developed a practical youth employment brokering service that makes it simple for businesses, agencies and schools to place youth in rewarding jobs.

NEW YORK WORKING PROGRAM
United Way of New York City
Bret Halverson, Director of Program Development
99 Park Avenue
New York, NY 10016-1503
(212) 973-3800

The goal of the **NEW YORK WORKING PROGRAM** is to increase the likelihood of young people graduating from high school and improving their employability skills so that they can move into the workforce. The program is set up much like a "College Office", except its focus is on the non-college bound students (i.e, providing "one stop shopping" for students who are interested in part-time and full-time work). The United Way of New York City is responsible for the day-to-day operations of the program in nine high schools.

ORGANIZATIONS CONCERNED ABOUT THE SCHOOL-TO-WORK TRANSITION

INDIANA

INDIANA COMMISSION ON WORKFORCE DEVELOPMENT
Dr. William E. Christopher, Commissioner
Indiana Department of Workforce Development
Indiana Government Center
10 North Senate Avenue
Indianapolis, IN 46204-2277
(317) 232-1813

The Indiana Department of Workforce Development is a newly created department (February 1991) that has combined three former Indiana agencies: Employment and Training Services, Technical Education, and Workforce Literacy. Indiana Workforce Development envisions a coordinated, state-wide education and training system that is proficiency-based, outcome-oriented and able to guarantee the competence of its learners. Some of the many programs in place through the Department of Workforce Development include:

WORKFORCE DEVELOPMENT CENTERS are located in many Indiana cities. Check your local Workforce Development Center. These centers help assess the skills of Hoosier workers and provide up-to-date information about the best jobs available in the area's labor market.

WORKPLACE LEARNING OP SCHOOL-TO-CAREER PROJECTS in Dubois, Johnson, Vigo and Montgomery counties and in Fort Wayne and Frankfort. These projects work with local schools, business and labor organizations to help integrate classroom learning with future employment opportunities for Hoosier students.

WORKFORCE INDIANA PROFICIENCY PANEL. This brings together some of Indiana's top business, labor and education leaders to make sure Hoosiers are learning the skills and getting the training they need to get good jobs.

A **WORKFORCE LITERACY** model program has been established for Indiana's state employees and worked with many Hoosier businesses and corporations to help upgrade the basic skills of their employees.

A state system of **TECHNICAL AND VOCATIONAL EDUCATION** which serves some 200,000 students, high school age to adults, every year. State-of-the-art coursework emphasizes communication, computation and competence in applied technologies.

INDIANA COMMISSION FOR HIGHER EDUCATION
Karen Rasmussen, Director of Planning & Policy Studies
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1971
(317) 232-1900

Created in 1971 by an act of the General Assembly and signed into law by then Governor Edgar Whitcomb, the Commission is entering its second decade of service to the State of Indiana. Some of the general purposes assigned by the law to the Commission are (1) to plan and to coordinate Indiana's state-supported system of post-high school education; (2) to define the educational missions of public colleges and universities; (3) to review both operating budget and capital budget appropriation requests from public institutions; (4) to approve or disapprove for public institutions the offering of any additional associate, baccalaureate or graduate degree, or certificate program of two semesters or more in duration.

THE STEERING COMMITTEE FOR IMPROVED PARTICIPATION IN POSTSECONDARY EDUCATION (SCIPPE) is a coalition of postsecondary institutions, professional associations and other groups concerned with the fit between secondary and postsecondary education. SCIPPE's long-term goal is to improve the postsecondary participation and success rates of Indiana high school students.

INDIANA DEPARTMENT OF EDUCATION
Kim Powers, Manager of Vocational Education Section
Room 229, State House
Indianapolis, IN 46204-2798
(317) 232-9184

INDIANA YOUTH INSTITUTE
Rebecca Ristow, Information Services Manager
333 North Alabama Street, Suite 200
Indianapolis, IN 46204
(317) 634-4222

The Indiana Youth Institute is a nonprofit, independent center dedicated to the healthy development of Indiana's young people and the adults who serve them. Through training, research, and advocacy, IYI enables youth-serving professionals to be more effective and ensures that the voices of youth are heard.

NATIONAL

AMERICAN ASSOCIATION FOR CAREER EDUCATION
Dr. Pat Nellor Wickwire, President
2900 Amby Place
Hermosa Beach, CA 90254-2216
(213) 376-7378

The American Association for Career Education exists to promote satisfying and productive careers through excellence and diversity in education. AACE supports effective Career Education policies, programs, practices and publications. Members of AACE represent business, education, government, industry, labor and the community. AACE offers focus areas, interest networks, trends/futures alerts, issues identification, governance opportunities, collegial relationships, professional development, and personal growth.

AMERICAN YOUTH WORK CENTER
Bill Treanor, Executive Director
1751 N Street, NW, Suite 302
Washington, DC 20036
(202) 785-0764

The American Youth Work Center is a non-governmental organization headquartered in Washington, D.C. The Center's mission is to assist the staff and management of community-based youth service organizations throughout the US and abroad to improve services to children and youth. As an advocacy organization, The Center focuses its efforts on the issues of unemployed youth, juvenile justice and safety, runaways, and homeless youth.

AMERICAN VOCATIONAL ASSOCIATION (AVA)
Bret Lovejoy, Director of Government Relations
1410 King St.
Arlington, VA 22314
(703) 683-3111

AVA is an association of vocational educators and is founded upon the premise that vocational education should play a major role in preparing persons for employment. AVA's areas of interest include: secondary, postsecondary and adult vocational education; education for special population groups and cooperative education.

COUNCIL OF GREAT LAKES GOVERNORS
Jeff McCourt, Economic Policy Director
35 East Wacker Drive, Suite 1850
Chicago, IL 60601
(312) 407-0177

The Council of Great Lakes Governors is developing an initiative to strengthen school-to-work transition programs in its eight member states (Indiana, Minnesota, Pennsylvania, New York, Illinois, Michigan, Wisconsin and Ohio). Through this initiative, the Council hopes to help the Great Lakes region create the workforce skills needed to anchor its manufacturing industries and increase productivity in its service industries. These programs can ultimately help the region address important issues of educational reform and economic performance.

THE NATIONAL ALLIANCE OF BUSINESS
William Kohlberg, President & CEO
1201 New York Avenue NW, Suite 700
Washington, DC 20005-3917
(202) 289-2888

The National Alliance of Business (NAB) was founded in 1968 by President Lyndon Johnson and industrialist Henry Ford, II, to link business in a partnership with education, labor, government and community-based groups to help the disadvantaged gain employment and to build a quality workforce. In 1991, nearly 3,500 member-companies are wholly involved in NAB's threefold mission. The Alliance works through public/private partnerships to develop workplace learning programs to upgrade the skills and abilities of the existing workforce, to improve the quality of America's public schools by involving business in education reform, and to train the unemployed and disadvantaged for re-entry into the labor force through second-chance initiatives.

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION
Donald M. Clark, President & CEO
235 Hendricks Blvd
Buffalo, NY 14226-3304
(716) 834-7407

The National Association for Industry-Education Cooperation is the nation's principal advocate for fostering industry-education collaboration in school improvement, career education, and human resource/economic development. NAIEC fosters industry-education collaboration in order to form responsive academic and vocational programs which will more effectively serve the needs of both the students and employers. It provides technical assistance to schools implementing business-sponsored programs, supports school based job placement, and conducts workshops and seminars.

NATIONAL COLLABORATION FOR YOUTH
David Liederman, Chairman
1319 F St NW, Suite 601
Washington, DC 20004
(202) 347-2080

The National Collaboration for Youth (NCY) an affinity group of The National Assembly, is a coalition of 19 of the largest national youth-serving organizations in the country. Its mission is to work collaboratively to provide a united voice as advocates for youth, to improve the conditions for young people in America, and to help young people reach their potential and become responsible adults. In recent years, the NCY has focused on issues such as youth employment, youth service, the Young Americans Act, substance abuse, school dropouts, juvenile delinquency, homeless youth, education, child sexual abuse, child care and adolescent pregnancy. The group explores collaborative opportunities for training staff and volunteers about these issues.

THE NATIONAL DROPOUT PREVENTION CENTER
Marty Duckenfield, Coordinator of Information Resources
Clemson University
Clemson, SC 29634-5111
(803) 656-2599

The National Dropout Prevention Center is a partnership of concerned leaders representing business, educational and policy interests and Clemson University, created to significantly reduce America's dropout rate by fostering public-private partnerships in local school districts and communities throughout the nation. The Center cultivates these partnerships by collecting, analyzing and disseminating information about prevention policies and practices and by providing technical assistance to develop and demonstrate dropout prevention programs.

NATIONAL INSTITUTE FOR WORK AND LEARNING
Ivan Charner, Director
1255 23rd Street NW, Suite 400
Washington, DC 20037
(202) 862-8845

The National Institute for Work and Learning (NIWL) is an Institute of the Academy for Educational Development (AED). It seeks to promote active collaboration among the institutions of work, learning and community. NIWL accomplishes its mission through basic and policy research, action and development projects, program evaluations, technical assistance and information networking. It's focus is principally on local-level initiatives that may have national implications. NIWL emphasizes educational preparation for youth, employees in their middle years, and senior citizens.

NATIONAL YOUTH EMPLOYMENT COALITION
Allen Zuckerman, Executive Director
1501 Broadway, Room 1111
New York, NY 10036
(212) 840-1834

Bret Halverson, Public Information Task Force Chair

Members of NYEC are representatives of community-based organizations, think tanks, corporate interests, and policy analysis organizations. NYEC promotes education, employment, and training opportunities for disadvantaged youth. It also encourages local grass roots organizing and information

PUBLIC/PRIVATE VENTURES
Natalie Gaffe, Director of Communications
399 Market Street
Philadelphia, PA 19106
(214) 592-9099

P/PV is a not-for-profit corporation whose business is finding ways in which the public and private sectors can help the nation's disadvantaged citizens, particularly its youth, become self-sufficient. P/PV works with schools, government, employment and training organizations, community-based agencies, foundations and businesses to devise more effective approaches to education, training and employment. (see STEP under program section)

YOUNG MEN'S CHRISTIAN ASSOCIATION OF THE USA (YMCA)
101 N. Wacker Drive
Chicago, IL 60606
(809) USA-YMCA

YMCAs are dedicated to putting Christian principles into practice through programs that build a healthy body, mind, and spirit for all. On the national level, YMCA of the USA does not have a formal program for school-to-work transition. Representatives of the YMCA of the USA recommend that a person contact and encourage his or her local YMCA if interested in school-to-work issues.

RESOURCE PEOPLE

GORDON M. AMBACH
Executive Director
Council of Chief State School Officers
One Massachusetts Avenue N.W., Suite 700
Washington, D.C. 20001-1431
(202) 408-5505

Gordon Ambach's service as Executive Director of the Council of Chief State School Officers (1987) follows ten years as the New York State Commissioner of Education and President of the University of the State of New York. In his current Washington assignment, Mr. Ambach represents all of the State Commissioners and Superintendents of Education as an advocate for their state and national education policy positions and leadership of their Council offices. He brings to this task experience in Washington and with national organizations and commissions spanning more than three decades. He has also taken leadership in several national coalitions for education and serves on advisory commissions and panels on topics as diverse as international comparative studies of education, the arts, job training, and education statistics and assessment.

CYNTHIA G. BROWN
Director of Resource Center on Educational Equity
Council of Chief State School Officers
One Massachusetts Avenue N.W., Suite 700
Washington, D.C. 20001-1431
(202) 408-5505

Cynthia Brown has spent 25 years working in a variety of professional positions addressing educational equity, quality and civil rights issues. She was the first Assistant Secretary for Civil Rights in the U.S. Department of Education (1980). Prior to that she served as Principal Deputy of the U.S. Department of Health Education and Welfare's Office for Civil Rights during the Carter Administration. As Director of the Resource Center, her team provides services designed to achieve equity and high quality education for minorities, women and girls, and for disabled, limited English proficient, and low-income students. The Center's goal is to assure educational success for all children and youth, especially those placed at risk of school failure.

CAROL D'AMICO
Research Fellow
Hudson Institute
Herman Kahn Center
5395 Emerson Way
P.O. Box 26-919
Indianapolis, IN 46226
(317) 545-1000

Carol D'Amico is a Research Fellow at Hudson Institute in Indianapolis, specializing in education issues. Since joining Hudson, she has developed several comprehensive programs, including the one adopted by COMMIT, a group of Indiana business leaders. Before joining Hudson, Ms. D'Amico was a Policy and Planning Specialist in the Office of the Indiana Superintendent of Public Instruction, Indiana Department of Education. She advised the Superintendent of Public Instruction on strategies to improve public education in Indiana. She has also worked for the Indiana Office of Occupational Development, a state agency that was responsible for administering job training programs throughout the state.

NATALIE GAFFE
Director of Communications
Public/Private Ventures
399 Market Street
Philadelphia, PA 19106
(214) 592-9000

Public/Private Ventures has a number of qualified individuals who are quite knowledgeable on the topic of school-to-work transition. All information or speaker requests on this topic should be directed to the Director of Communications, Natalie Gaffe.

SAMUEL HALPERIN
Study Director
Youth & America's Future
The William T. Grant Foundation
Commission on Work, Family and Citizenship
1001 Connecticut Avenue, Suite 301
Washington, DC 20036-5541
(202) 775-9731

Samuel Halperin has held a variety of positions in academia, the federal government and non-profit organizations since earning his doctorate in Political Science from Washington University, St. Louis (1956). As Study Director of Youth and America's Future, he was responsible for development of the Commission's major studies: The Forgotten Half: Non-College Youth in America and The Forgotten Half: Pathways to Success for America's Youth and Young Families (both published in 1988), as well as 22 additional research reports and monographs on youth development.

BRET HALVERSON
Director of Program Development
United Way of New York City
99 Park Avenue
New York, NY 10016-1503
(212) 973-3923

Bret Halverson has been involved in the design and implementation of a series of school-to-work transition projects. Currently he directs an innovative program called New York Working which provides a range of employability services for noncollege bound students in nine New York City high schools. In addition, he has been involved in the development of curriculum and professional development activities with middle schools, out of school youth and customized training for employers targeted at students from inner city areas.

DENNIS HOGAN
Research Fellow
Indiana Youth Institute
333 North Alabama Street
Suite 200
Indianapolis, IN 46204
(317) 634-4222

Dennis Hogan's position as Research Fellow follows various positions with the Indianapolis Network for Employment and Training (iNET). As a Client Service Consultant for iNET'S Youth Developmental Services department, he provided pre-employment, job-specific, and basic skills training to enhance school-to-work transition for area inner city youth. Other experiences include Placement Coordinator for Partners 2000 summer work program and Project Coordinator for Invest Indianapolis, a school-to-work collaboration focusing on students' attitudes, attendance and academics, and how those factors transfer into the workplace.

WILLIAM H. KOLBERG
President
National Alliance of Business
1201 New York Avenue NW
Suite 700
Washington, DC 20005-3917
(202) 289-2888

William H. Kolberg has been the President of the National Alliance of Business since January 1980. Prior to joining the Alliance, he was Vice President for Public Affairs of Union Camp Corporation, President of Kolberg & Associates and consultant to the Business Roundtable. A highly regarded commentator on education reform and other aspects of US workforce quality, Mr. Kolberg has appeared on CBS News, CNN, Nightly Business Report, and Monitor Television. His analysis is often heard on National Public Radio and Marketplace Radio. He also writes about workforce issues regularly for newspapers and periodicals across the United States.

PEGGY O'MALLEY
Executive Director of Technical Education
Indiana Workforce Development
Indiana Government Center E204
10 North South Senate Avenue
Indianapolis, IN 46204-2277
(317) 232-1813

Peggy O'Malley is the Executive Director of Technical Education at the Indiana Department of Workforce Development. Ms. O'Malley has been involved in vocational and technical education since 1970, as a teacher involved in school-to-career programs for 10 years, and state administrator for 12 years.

AMY R. PARKER
Director
70001 of Indianapolis
1040 East New York Street
Indianapolis, IN 46202-3730
(317) 633-7000

As Director of 70001 of Indianapolis, Amy Parker coordinates the four components of the program: GED preparation, pre-employment training, leadership/motivational activities and case management. All four components of the program are woven together to offer a solid foundation for high school dropouts to enter the world of work. Ms. Parker has experience in program planning and management, grant preparation, personal counseling, job development and pre-employment training.

BARBARA POORE
Education/Community Consultant
6953 Copper Mountain Court
Indianapolis, IN 46236
(317) 823-1481

Barbara Poore is an independent Education/Community Consultant working in school improvement, parent and community involvement and organizational development. Much of Barbara's time is spent in community collaboration. She helps schools, businesses, and youth serving organizations collaborate to meet the needs of young people. She is the founder of Peanut Butter Press, a children's newspaper written by and for children ages 6-13. She has held a variety of positions in education, including a full-time classroom teacher in Nebraska, Maryland, and New Jersey from 1964 to 1980.

INFORMATION SOURCES

The Indiana Youth Institute

Working with adults who care about youth

BIBLIOGRAPHY

of resources at the Indiana Youth Institute Resource Center

SCHOOL-TO-WORK TRANSITION

INDIANA

Beymer, Lawrence. **Improving Equity Career Guidance in Indiana Junior High and Middle Schools: Results and Recommendations From a Three Year Project.** Terre Haute, IN: The Indiana State University Department of Counseling, 1989. The final report of a project created to work with the counselors, teachers and principals of young people in order to increase the range and the number of different career choices for adolescents in Indiana.

Boyer, Michele and John Jessell. **Career Expectations of Indiana's Young Adolescents.** Terre Haute, IN: The Indiana State University Department of Counseling, 1988. A survey of the perceptions held by Indiana's 7th and 8th grade students on occupational sex typing, their future lifestyle and expectations of majority and minority youth. It also addresses the students' career planning process and their educational plans.

Boyer, Michele and John Jessell. **Career Expectations Among Indiana Junior High and Middle School Students: A Second Survey.** Terre Haute, IN: The Indiana State University Department of Counseling, 1989. A continuation of the 1988 survey focusing on the career and life plans of 7th and 8th graders in Indiana.

Erickson, Judith B. **Indiana Youth Poll: Youths' Views of High School Life.** Indianapolis, IN: Indiana Youth Institute, 1991. This first report of an ongoing series of youth polls provides an inside look at high school life in Indiana, as the youth view it, and lets the adult world know and understand how young people feel about the issues that affect them.

Erickson, Judith B. **Indiana Youth Poll: Youths' Views of Life Beyond High School.** Indianapolis, IN: Indiana Youth Institute, 1992. This second report presents the views of the same group of 1,500 Indiana high school students regarding life beyond high school. It includes a resource section on pertinent programs and literature.

Erickson, Judith B. **State of the Child in Indiana 1992.** Indianapolis, IN: Indiana Youth Institute, 1992. A demographic look at the current situation of young people in Indiana from preschoolers to adolescents as shown by indicators such as economic well-being, education, health and child care.

Focus on Northcentral Indiana: Workforce 2000 Conference Report and Recommendations. South Bend, IN: Workforce/Workplace Partnerships for the 21st Century, 1989. A summary of conference proceedings, initiatives and recommendations for action on the local level in order to more adequately prepare Northcentral Indiana's workforce of the future.

A Future of Learning and Work: Getting Prepared. Indianapolis, IN: Indiana Economic Development Council, Inc., 1987. Produced by the Committee on Education and Training, this report presents many valuable recommendations to students, parents, adult workers, employers, educational administrators and the General Assembly.

Identification of Occupational Areas for Indiana's Future: Final Report of the Technology Forecasting Task Force. Indianapolis, IN: Indiana Commission on Vocational and Technical Education, 1989. Aimed at vocational and technical educators, this overview of occupational areas that must grow in the future in Indiana provides projections, possible barriers and a detailed appendix of job descriptions.

Johnston, William B. **Workforce 2000: Work and Workers for the 21st Century.** Indianapolis, IN: Hudson Institute, 1987. An introduction to the current and projected job market. Discusses trends that are essential knowledge for business, schools, labor and government from the federal down to the local level.

Manigault, Juan A. **Meeting the Challenges of the 1990s: Workforce/Workplace Issues.** South Bend, IN: Employment and Training Issues, 1988. This booklet examines the current and projected composition and growth of the workforce, required skills and public policy responses at the national state and local (St.Joseph County) levels.

Melnick, Rob. **Vocational Education and Economic Development in Indiana: Prospects and Policies for the Future.** Indianapolis, IN: Hudson Institute, 1987. This report looks at the past, present and future states of vocational education throughout the state of Indiana. It includes many informational charts and tables as well as concrete policy options and strategies.

What's Working in Indiana: A Resource Guide from the Committee on Educational Attitudes, Student Motivation and Parental Involvement. Indianapolis, IN: Indiana Department of Education, 1989. A description of programs across the state of Indiana that have been put in place to encourage more parental involvement in the educational system and to increase student motivation.

Workforce Indiana: Occupational Projections 1984-1995. Indianapolis, IN: Indiana Department of Employment and Training Services. Data grouped by occupational titles and fields is helpful to business planners, policy makers, managers of employment training programs, and job seekers. Projections are made based on an Establishment Employment (number of jobs) versus a Labor Force (number of workers) count.

NATIONAL

"Apprenticeship." Occupational Outlook Quarterly (Winter 1991/92): 27-40. An in-depth look at apprenticeship in the United States with descriptions and information on history and regulations. Includes addresses for State Training Offices and State Apprenticeship Councils.

Barton, Paul E. **"The School-to-Work Transition."** Issues in Science and Technology VII (Spring 1991): 50-54. Describes features of successful school-to-work transition programs and offers suggestions for making change at the local level. Recommended reading list is included.

Bingham, Mindy and Sandy Stryker. **Career Choices: A Guide for Teens and Young Adults: Who Am I? What Do I Want? How Do I Get It?** Santa Barbara, CA: Able Publishing, 1990. An excellent workbook for all teens that engages them in the process of self-exploration, career research, decision-making and goal-setting.

Bingham, Mindy and Sandy Stryker. **Challenges: A Young Man's Journal for Self-Awareness and Personal Planning**. Santa Barbara, CA: Advocacy Press, 1984. A workbook and journal designed to help teenage men begin setting goals and planning their future in light of the important decisions they must make.

Bingham, Mindy, Judy Edmondson and Sandy Stryker. **Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning**. Santa Barbara, CA: Advocacy Press, 1987. A workbook and journal intended to help teenage women think about their future and the choices they must carefully consider. Companion to Challenges written for teenage men.

Carnegie Council on Adolescent Development. **Turning Points: Preparing American Youth for the 21st Century**. Washington, DC: Carnegie Council on Adolescent Development, 1989. Calling for educational reform, the report aims to garner support for adolescents and their educational needs by suggesting ways in which schools, families and community agencies can and must work together to build a future for young adolescents.

Children's Express. **When I Was Young I Loved School: Dropping Out and Hanging In**. Edited by Anne Sheffield and Bruce Frankel. New York, NY: Children's Express Foundation, Inc., 1988. Intended to let the voice of the child speak for itself, this collection of personal interviews of young people in five cities by their peers captures their views on American life and education.

Commission on the Skills of the American Workforce. **America's Choice: High Skills or Low Wages!** Rochester, NY: National Center on Education and the Economy, 1990. Presents an alternative series of recommendations that forces America to make some choices in order to improve our school-to-work transition system. It also examines successful alternative programs for at-risk youth and examples of effective worker training programs.

Dreller, Larry, ed. **The Job Hunting Tip Kit for Youth.** Denver, CO: Colorado Department of Labor and Employment Summer Job Hunt Program, 1989. A workbook for youth covering everything from a self-inventory and job ideas to resumes and interview preparation.

Dropout Prevention: A Book of Sources. Columbia, MD: National Committee for Citizens in Education, 1987. An invaluable handbook that contains literature reviews, research studies, clearinghouses and networks, resources, films, and state programs among other things.

Farrell, Edwin. **Hanging In and Dropping Out: Voices of At-Risk High School Students.** New York, NY: Teachers College Press, 1990. The author examines the school dropout problem through the eyes of at-risk youth from 14 to 19 years of age offering both reasons behind and possible solutions to the dropout problem. Much of the research was conducted by students who were actually enrolled in a dropout prevention program.

The Forgotten Half: Non-College Youth in America. Washington, D.C.: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988. Focuses on the nearly 20 million young adults who will not enroll in college. Lays out ten goals that need to be met by parents, employers, teachers, churches, youth-serving agencies and public officials to help this group move smoothly and successfully from school to a career.

The Forgotten Half: Pathways to Success for America's Youth and Young Families. Washington, D.C.: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988. Asks America to look at non-college youth between the ages of 16 and 24 in a new light. A detailed study of what communities as a whole must do in order to connect these individuals to work, their larger community and their nation.

Gardner, Howard. **The Unschooled Mind: How Children Think and How Schools Should Teach.** New York, NY: Basic Books, 1991. Calling for a reform of our schools based on research on how people learn, the author advocates that we must move students from rote learning to true understanding of subject matter through media such as apprenticeships and children's museums.

Gold, Lawrence N. **State and Communities on the Move: Policy Initiatives to Build a World-Class Workforce.** Washington, DC: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1991. A clear and informative overview of specific programs and initiatives about student apprenticeship, school-to-employment transitions, human resource investment planning, technical preparation, community service, creative funding and alternative learning.

Gray, Mattie Evans. **Images: A Workbook for Enhancing Self-Esteem and Promoting Career Preparation Especially for Black Girls.** Sacramento, CA: California Department of Education, 1988. This adaptation of the Choices and Challenges workbooks is aimed at black teenage women.

Hamilton, Stephen F. **Apprenticeship for Adulthood: Preparing Youth for the Future.** New York, NY: The Free Press, 1990. An analysis of the school-to-work transition that centers on the value of and the need for the reinvention of apprenticeship in order to rescue the failed American system.

Hands and Minds: Redefining Success in Vocational Technical Education. Washington, D.C.: Education Writers Association and William T. Grant Foundation Commission on Youth and America's Future, 1992. A series of case studies of vocational high schools which highlight experiential learning techniques. Focus is also on the ways in which schools, communities and employers can work together to prepare students for the work force and to encourage them to continue in post-secondary education and training programs.

Hoyt, Kenneth B. **"A Proposal for Making Transition From Schooling to Employment an Important Component of Educational Reform."** Future Choices: Toward a National Youth Policy 2 (Fall 1990) 73-83. Discusses the school-to-work transition problems in the United States and makes comparisons to other countries. Advocates for an apprenticeship style of learning to ease the transition and to acquire employment skills.

Kunjufu, Jawanza. **Motivating and Preparing Black Youth to Work.** Chicago, IL: African American Images, 1986. An action-oriented approach to instilling motivation in black youth and encouraging parental involvement in the schools. Seeks to create a community support network that, along with the parents, induces youth to work.

Lacy, Gary and Clifford Johnson. **State Youth Employment Initiatives: A Resource Guide and Framework for Action.** Washington, D.C.: Children's Defense Fund, 1989. This is an inside look at initiatives on the state level under the Job Training Partnership Act (JTPA) that focus on the school-to-work transition, out-of-school remediation, youth conservation and service corps, and policy and program coordination. Includes interviews in twelve states as well as a complete listing of state-funded programs.

Mangum, Garth L. **Youth Transition From Adolescence to the World of Work.** Washington, D.C.: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988. An all-encompassing exploration of the school-to-work transition that looks at the labor market, career development and education, employer expectations and alternative modes of preparation. Suggests what families, workplaces and schools can do to ease the transition.

McKinlay, Bruce and Deborah Perlmutter Bloch. **Career Information Motivates At-Risk Youth.** Eugene, OR: Oregon School Study Council, 1989. An excellent resource that details the Oregon Career Information System which allows at-risk students to explore various educational and occupational possibilities. When youth are provided with information about career opportunities, they can see the connection between education and their future and can set and reach their goals.

Myll, Nancy Conover. **The Dropout Prevention Handbook: A Guide for Administrators, Counselors, and Teachers.** West Nyack, NY: Parker Publishing Company, 1988. Presents solutions to the dropout problem for the public school system. Describes fourteen school programs as well as ways to implement them.

National Urban League, Inc. **Career Paths: Guide to Business and Other Internships, Scholarships and Career Development Opportunities for Minority Students.** New York, NY: National Urban League, Inc., 1989. A valuable guidebook for students and counselors providing comprehensive listings of organizations and programs that prepare minority youth for careers or higher education. The listings are divided into five categories: internships, scholarships, pre-college, information, and the National Urban League.

Occupational Outlook Handbook 1990-91 Edition. Washington, D.C.: United States Department of Labor, 1990. An important reference tool that outlines over 250 different occupations. Each is discussed in terms of the nature of the work, the working conditions, employment, training and other qualifications, advancement, job outlook, and earnings.

Peterson's Summer Opportunities for Kids and Teenagers 1992. Princeton, NJ: Peterson's Guides, 1991. An overview of summer programs for youth ranging from camps and college orientation to internships and community service. The directory covers a variety of programs for youth who are academically talented, emotionally disturbed, learning disabled, and physically handicapped.

Riehm, Sarah L. **The Teenage Entrepreneur's Guide: 50 Money-making Business Ideas.** Chicago, IL: Surrey Books, 1990. Suggests 50 ideas for part-time self-employment for youth. Outlines experience, personal traits and materials needed among other things that need to be considered.

Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. **What Work Requires of Schools: A SCANS Report for America 2000.** Washington, D.C.: U.S. Government Printing Office, 1991. A look at what the workplace demands today in comparison with the skills and training of young people who enter the workplace. Defines the necessary skills for employment, desired levels of proficiency and methods of evaluation.

Smith, Thomas J., Mary Moorhouse and Carolyn Trist. **A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development.** Philadelphia, PA: Public/Private Ventures, 1988. Intended for the practitioner, this book clearly delineates many programs and strategies targeting at-risk youth. Also provides information and suggestions for forming a youth-serving system of collaboration and coordination.

Smith, Thomas J., Gary C. Walker and Rachel A. Baker. **Youth and the Workplace: Second-Chance Programs and the Hard-To-Serve.** Washington, D.C.: Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1988. Describes many second-chance education, employment and training programs for at-risk youth. Contains a list of model programs, tables and four critiques outlining other policy options.

Stockard, Jean and Jeanne McGee. **"Children's Occupational Preferences: The Influence of Sex and Perceptions of Occupational Characteristics".** Journal of Vocational Behavior 36 (1990): 287-303. A study that shows that there are slight differences in children's perceptions of occupational earnings, importance, and difficulty, but strong differences in their occupational preferences. This research has implications for school guidance and vocational and career education.

Teaching Life Skills in Context. Philadelphia, PA: Public/Private Ventures, 1989. This short report provides concise information on the problem of teen pregnancy; the Summer Training and Education Program (STEP) and ways to connect pregnancy prevention, education, and employment and training.

Transition from School to Work: Linking Education and Worksite Training. Washington, DC: United States General Accounting Office, 1991. A study of cooperative education in the United States and its success in linking the school to employers prepared for the Joint Economic Committee's Subcommittee on Education and Health.

Vice President's Task Force on Youth Employment. **A Review of Youth Employment Problems, Programs and Policies: Vol. 1**. Washington, DC: United States Department of Labor, 1980. A comprehensive look at the causes and dimensions of the youth unemployment problem in America. Consists of a series of essays and reports by thirteen experts in the subject.

Ware, Cindy. **Summer Options for Teenagers**. New York, NY: Simon and Schuster, Inc., 1990. Similar to the Peterson's Guide, it includes in-depth descriptions of more than 1,000 programs for youth in the summer months such as study abroad, outdoor adventure, sports, volunteer work and internships.

Wheelock, Anne and Gayle Dorman. **Before It's Too Late: Dropout Prevention in the Middle Grades**. Boston, MA: Massachusetts Advocacy Center, 1988. A synthesis of what has been learned from both research and practice, this paper asserts that we already have enough information to begin the necessary reforms in the middle grades in order to prevent a further rise in the national dropout rate.

Young, Timothy W. **Public Alternative Education: Options and Choice for Today's Schools**. New York, NY: Teachers College Press, 1990. A history of public alternative education for at-risk students including comprehensive surveys of successful programs in Portland, Seattle, St. Paul, Indianapolis, Grand Rapids and Philadelphia.

Youth Unemployment: A Literature Review. Washington, DC: The Center for the Study of Social Policy, 1986. A review of research on youth unemployment, the forces causing unemployment, and programs designed to counteract this trend. Includes an extensive bibliography.

Please Note: These materials can be found in the IYI Resource Center or at your local library.

SCHOOL-TO-WORK TRANSITION: PERIODICALS

PERIODICALS FOR ADULTS

CHRONICLE OF HIGHER EDUCATION, P.O. Box 1955, Marion, OH 43305; $67.50/year. Published weekly, THE CHRONICLE OF HIGHER EDUCATION provides comprehensive information including trends, research, lists of new books, classified ads, and recent philanthropic and funding efforts.

EDUCATION WEEK, Editorial Projects in Education, Incorporated, 4301 Connecticut Avenue, NW, Suite 250, Washington, DC, 20008, (202) 364-4114; $59.94 for 40 issues/year. A general education journal that also covers many "school-to-work" topics including statistics, partnership programs, general articles, and legislative information.

JOURNAL OF CAREER PLANNING & EMPLOYMENT, 62 Highland Avenue, Bethlehem, PA 18017, (215) 868-1421; $65/year. A quarterly publication that focuses on job placement, often at the college level. Includes timely articles, book reviews of materials found in the College Placement Council's Information Center, and information on new programs.

NEW DESIGNS FOR YOUTH DEVELOPMENT, P.O. Box 36748, Tucson, AZ 85740, (602) 292-9767; Published four times per year ($18.00/year), New Designs for Youth Development's purpose is to "enhance communication; stimulate the development of sound and action-oriented concepts; encourage the clarification of values; and build competence at the policy, management and service levels in order to create conditions that promote the well-being of young people."

PARTNERSHIPS IN EDUCATION JOURNAL, InfoMedia, Inc., P.O. Box 210 Ellenton, FL 34222-0210, (813) 776-2535; $43.00/year, 12 issues. A 12 page periodical that gives news from around the country. Includes information on professional and partnership organizations, a conference calendar, new resources, and book reviews.

VOCATIONAL EDUCATION JOURNAL, American Vocational Association, 1410 King Street, Alexandria, VA 22314, (703) 683-3111; $20/year. Published monthly, includes trends affecting the workplace and information on programs that prepare students for work. Encourages the incorporation of vocational education into the entire curriculum.

YOUTH POLICY, Youth Policy Institute, Inc., 1221 Massachusetts Avenue, NW, Suite B, Washington, DC 20005-5333, (202) 638-2144; $127/year, including publications YOUTH RECORD and FUTURE CHOICES. Published monthly, Youth Policy strives "to present comprehensive, objective information on the status of proposed policy solutions." Includes brief summaries of the status of proposed legislation and reprints of relevant articles from the field.

PERIODICALS FOR YOUNG PEOPLE

CAREER OPPORTUNITY NEWS, Garrett Park Press, Garrett Park, MD 20896. $30/year. Issued six time per year, this newsletter summarizes trends and job prospect information from over 150 magazines, government reports, and surveys.

CAREER WORLD-REAL WORLD, General Learning Corporation, 60 Revere Drive, Northbrook, IL 60062-1563. Published monthly during the school year; $5.60/student, 15 subscriptions minimum. Articles consist of interviews of people working in particular professions or jobs who share information on training requirements, earnings, and job responsibilities.

CAREERS, E.M. Guild, Inc., 1001 Avenue of the Americas, New York, NY 10018. 3 issues/year, $2.25/issue. Sections include "Career Watch" which describes careers and options, "Features" which covers topics ranging from ethics and part-time employment to screenwriting careers, and an index that includes career profiles.

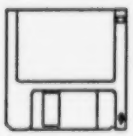
FOR SENIORS ONLY, Senior Publications, 339 North Main Street, New York, NY 10956. Published semi-annually, $1.50/issue, this magazine covers career options including higher education and military service. Intended audience is high school seniors.

GETTING JOBS, MPC Educational Pubs., 3839 White Plains Road, Bronx, NY 10467. Published bi-monthly, this newsletter is free to educators, but articles are written for both educators and students. Provides practical information for job-seeker.

STUDENT GUIDE TO THE SAT, Krell Software, Flowerfield Building, No.7, St. James, NY 11780. Published semi-monthly, $49/year. Typical SAT questions from verbal and math sections are given, along with answer and an explanation for why specific answer is correct.

OCCUPATIONAL OUTLOOK QUARTERLY, New Orders, Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954, (202) 512-2311. An inexpensive way ($6.50/year) to keep informed on the future of a variety of careers. One recent issue contained the following articles: "Health Jobs You Might Not Know About," "Summer Time, Summer Work: A Quick Guide to Finding A Summer Job," "Apprenticeship," and "You're A What? Medical Illustrator."

Please note: You may want to request a sample issue of any of these periodicals before subscribing. For other titles, please consult your local public library.



SCHOOL-TO-WORK TRANSITION: SOFTWARE AND DATABASES

CAREER INFORMATION DELIVERY SYSTEM
Indiana Occupational Information Coordinating Committee
Department of Work Force Development
309 West Washington Street
Indianapolis, IN 46024
(317) 233-3785
This sophisticated software will turn up clusters of related occupations tailored to student interests, skills and aptitudes, desired work styles, workplace environments, and earnings, etc. It also discusses educational requirements and the outlook for each occupation. Software and installation are available at a relatively low cost.

CAREER PLACEMENT REGISTRY
Available on DIALOG Information Service. Contact your local library for more information.
Updated weekly, this database contains information on the qualifications of graduates from over 1600 colleges and universities in the United States. Summaries include name, address, listing of colleges attended, degrees received, major and minor areas of study, grade average, geographical and career preferences.

COIN (Coordinated Occupational Information Network)
3361 Executive Parkway
Suite 302
Toledo, OH 43606
(800) 274-8515
Student-accessible career guidance software programs that provide comprehensive career information and contain information on over 3000 colleges, universities, junior colleges, community colleges, vocational and trade schools. Also available is a career exploration software program for junior high school students and a program to assist students in writing letters to prospective colleges.

EDUCATION INDEX
Available on Wilsonline or BRS. Contact your local library for more information.
An online index to over 350 English language journals that cover education issues including secondary, higher education, counseling, teacher and vocational education, and individual curriculum areas.

ERIC (EDUCATIONAL RESOURCES INFORMATION CENTER)
Available on BRS and DIALOG. Contact your local library for more information.
An online database that indexes journal and report literature on the following topics: career, vocational, technical, and teacher education, education of the handicapped, tests and measurements, evaluation, counseling, personnel, junior college and higher education, and basic skills.

INDIANA COLLEGE PLACEMENT AND ASSESSMENT CENTER
2805 East Tenth Street
Bloomington, IN 47405
(812) 855-8475
(800) 992-2076 (24 hour hotline)
ICPAC offers several databases to help students, parents, and guidance counselors learn more about higher education opportunities, financial aid, improving study skill, and career options. These databases include an occupational interest inventory, a database of Indiana secondary students and their parents, Post Secondary Linkage and Assessment Network (PLAN) that connects ICPAC with university admissions offices and high school guidance offices.

PETERSON'S
Department 1312
P.O. Box 2123
Princeton, NJ 08543-2123
(800) 338-3282
Peterson's produces many different software packages that help students learn about educational, career, employment and apprenticeship options.

YOUTHWIRE (YOUTH EMPLOYMENT BULLETIN BOARD)
U.S. Department of Labor
(800) 220-2109
Operated by Public/Private Ventures (800-727-8900), this bulletin board is open, with no user fee, to those interested in youth employment and training. Includes articles of interest, suggestions for funding sources, and a message center. Must have a modem and communications software.

OTHER RESOURCES

ICPAC Information Series Order Form

To ask for copies of ICPAC Publications, call the toll-free Hotline at **1-800-992-2076 (or 1-800-225-8980 TDD only)**.
Or, write the publication codes in the spaces below and return this form to ICPAC.
Please request no more than five items at a time.

Preparing for Postsecondary School	**Code**
Trio Programs	PRE - 1
Academic Honors Diploma	PRE - 2
Math — Gateway to the Future	PRE - 3
What If You Are A Late Bloomer?	PRE - 4
College Admissions Tests: What Are They?	PRE - 5
"What if I Don't Get In?" (to Your First-Choice School)	PRE - 6
Get a Good Start in Postsecondary Education	PRE - 7
Life on Your Own: Managing Your Money	PRE - 8
Writing the College Admission Essay	PRE - 9
High School Courses Recommended by Four-Year Colleges and Universities	PRE-10
Steps to Success: Planning to Reach Your Goals	PRE-12

Choosing a Postsecondary School	
Choosing a School	PS - 1
2-Yr or 4-Yr School: Which Path Should You Take?	PS - 2
The Different Types of Colleges and Universities	PS - 3
Two Years of School or College: Two Paths From Which You Can Choose	PS - 4
Four-Year Colleges/Universities in Indiana (Schools Offering a Bachelor's Degree)	PS - 5
Occupational, Trade, and Technical Schools in IN	PS - 6
Indiana Colleges and Vocational Schools That Grant Associate Degrees	PS - 7
IN Colleges/Univs. Offering Correspondence Study	PS - 8
Predominantly Black Colleges and Univs. in the U.S.	PS - 9
Selected Native American Colleges	PS-11
Indiana Colleges/Univs. Offering Support Services for Learning Disabled Students	PS-12
Indiana Colleges/Univs. with Facilities Accessible to the Mobility-Impaired	PS-13
Indiana Colleges/Univs. Offering Services for Sight-Impaired Students	PS-14
Indiana Colleges/Universities Offering Programs for Hearing-Impaired Students	PS-15
Worksheet for Visiting a College	PS-16
Worksheet for Visiting an Occupational School	PS-17
State-Supported Schools in Indiana	PS-18
Resources Available for Students with Special Needs	PS-19
Indiana Colleges/Univs. Offering Services for Speech/Language-Impaired Students.	PS-20
Public & Private Residential Colleges: What Are The Differences?	PS-21

Study Skills Series	**Code**
Better Study Skills for Better Grades	SS - 0
Listening in the Classroom	SS - 1
Taking Notes During Classroom Lectures	SS - 2
Getting the Most From Your Textbooks	SS - 3
The Cornell Note-Taking System	SS - 4
How to do Well on an Essay Test	SS - 5
How to do Well on Objective Tests	SS - 6
How to Manage Your Time	SS - 7
How to Write Well	SS - 8
Using the Library	SS - 9
Improving Your Math Study Skills	SS-10

Careers	
The Future, Education, and the Job Outlook	CA - 1
Minorities, Education, and the Jobs of the Future	CA - 2
Indiana Labor & Employment Statistics	CA - 3
Worksheet for Visiting a Job Site	CA - 4
What Do You Want In A Career?	CA - 5
Career Families	CA - 6
Workforce 1991 – 2005	CA - 7

Financial Aid	
The ICPAC Guide to Student Financial Aid	FA - 1
Financial Aid Information: Bibliography	FA - 3
"Work " Colleges in the United States	FA - 4
Finding Money for Your Education	FA - 5

Summer Programs	
Summer Camps in Indiana	SUM-1
Summer Sport Camps in Indiana	SUM-2
Schools in IN That Offer Summer Enhancement Programs	SUM-3
Organizations Offering Exchange and Study-Abroad Programs	SUM-4

Benefits of Education	
For Love and Understanding and Light	BE - 1
A Letter on the Importance of Liberal Education	BE - 2
The Dollars and Sense of Education	BE - 3

Parent Series	
Preparing Your Child for College	PAR - 1

The Hotline also has information about specific careers, school profiles, and lists of schools offering certain programs.
Call the Hotline with your planning questions! **1-800-992-2076 (or 1-800-225-8980 TDD only)**

To order up to five publications, write the publication code to the right of each title in these spaces:

1) _____ 2) _____ 3) _____ 4) _____ 5) _____

Name_____ Phone (_____)_____-_____

Street Address_____

City_____ State_____ Zip Code_____

Grade in School_____ Name of Your School_____

Are you a: ☐ Student ☐ Parent/Guardian ☐ Counselor/Teacher ☐ Other Adult

Send your order to ICPAC, 2805 East Tenth Street, Bloomington, IN 47408-6263.

11th/12th
05122ee

IYI Publications

Indiana Youth Poll

Cost: $7.50 plus $2.50 postage & handling each

	ORDER #
• Youths' Views of High School Life, 1991	YP01
• Youths' Views of Life Beyond High School, 1992	YP02

Occasional Papers

Cost: Single copies free, plus $2.50 postage & handling each

	ORDER #
• No. 1 Home-based Family-Centered Services: A Response to the Child Welfare Crisis, 1991	OP01
• No. 2 Compromised Futures: Indiana Children in Poverty, 1991	OP02
• No. 3 *Available September 1992* Justice by Geography? Truancy and Driver's License Invalidation, 1991	OP03
• No. 4 A Study of Reading in Indiana Middle, Junior, and Senior High Schools, 1992	OP04

Available August 1992

State of the Child in Indiana, 1992

ORDER # SOC2

Cost: $10.00 plus $2.50 postage & handling each

All the following publications are free, while supplies last. Please send $2.50 per publication for postage and handling. If you wish to avoid postage and handling costs, you may pick up publications at the Indiana Youth Institute.

Resource Guide	ORDER #
• Youth Literacy Resource Guide, 1992	RGYL
• School-to-Work Transition Resource Guide, 1992	RGSW

Indiana Youth Institute

Inaugural Report, 1989	INAU

Progressions

• Special Issue: The State of the Child In Indiana, 1989	PRO1

QTY	ORDER #	PRICE	P & H	TOTAL AMOUNT

SEND TO:

_____

_____

_____

_____

TOTAL

Payment enclosed ☐

Please invoice ☐

6/92

Send your IYI Publications request to:

Indiana Youth Institute • 333 N. Alabama St. • Suite 200 • Indianapolis • Indiana • 46204 • (317) 634-4222

BIBLIOGRAPHIES

The IYI Resource Center has bibliographies available to anyone interested in the following subjects.

ACADEMIC ACHIEVEMENT
ADDICTIONS AND YOUTH
ADOLESCENT SEXUALITY AND PREGNANCY
ANGER, CONFLICT, COOPERATION AND YOUTH
APPRECIATING DIVERSITY
CHILD ABUSE AND NEGLECT
CHILD CARE
CHILDREN, ADOLESCENTS AND AIDS
CHILDREN AND DIVORCE
CHILDREN IN POVERTY
COMMUNITY INVOLVEMENT IN EDUCATION
DROPOUT PREVENTION
EDUCATIONAL EQUITY
EDUCATIONAL PARTNERSHIPS
GUIDANCE
INFORMAL EDUCATION
JUVENILE JUSTICE
MATERNAL, ADOLESCENT AND CHILD HEALTH
PARENTING
PARENTING ADOLESCENTS
PARENTING LATCHKEY CHILDREN
PARENT INVOLVEMENT
PERSONNEL AND CHANGE MANAGEMENT
READING AND LITERACY
SCHOOL-TO-WORK TRANSITION
SELF-ESTEEM
SINGLE PARENTING
SUBSTANCE ABUSE AND FAMILIES
TEEN LEADERSHIP
TRAINING
YOUTH INVOLVEMENT AND PARTICIPATION

If you would like to obtain copies of these bibliographies, please call the IYI Resource Center at (800) 343-7060 or (317) 634-4222.

TELL US WHAT YOU THINK
FAX TRANSMITTAL

TO: The Indiana Youth Institute
Resource Center

FAX NUMBER: (317) 685-2264

Please tell us how you used this guide by completing and returning this form.

1) **Where did you hear about this Guide to Resources?**

2) **Was it what you expected and did it meet your needs?**

3) **How will you use the information in the guide?**

4) **What did you like most about this Guide to Resources?**

5) **What did you like least?**

Please note: This is the second Guide to Resources the IYI Resource Center has produced. We encourage you to fax or send this questionnaire to us so that we can continue to meet your needs by improving our products and services.

INDIANA YOUTH INSTITUTE

10 Blueprints for Healthy Development

The Indiana Youth Institute's blueprint for healthy development of all Indiana's children is based on the premise that every child in Indiana—regardless of race, gender, ethnicity, handicapping condition, geographical location or economic status — deserves an equal opportunity to grow up in a safe, healthy, and nurturing environment.

BUILDING A HEALTHY BODY

Indiana's youth will be born at full term and normal birth weight to healthy mothers. They will receive a well-balanced diet in adequate supply to grow strong bodies to acceptable height for their age. They will be provided a balance of physical activity and rest in a safe and caring environment. They and their families will have access to good medical care and educational opportunities that teach them how to abstain from health-endangering activities and engage in health-enhancing activities.

BUILDING POSITIVE RELATIONSHIPS

Indiana's children will experience love and care of parents and other significant adults. They will develop wholesome relationships while learning to work collaboratively with peers and adults.

BUILDING SELF ACCEPTANCE

Indiana's children and youth will perceive themselves as lovable, and capable; they will act with self-confidence, self-reliance, self-direction, and control. They will take pride in their accomplishments. As they develop self-esteem, they will have positive feelings about their own uniqueness as well as that of others.

BUILDING ACTIVE MINDS

Indiana's young people will have stimulating and nurturing environments that build on their individual experiences and expand their knowledge. Each young person will reach his or her own potential, gaining literacy and numeric skills that empower the lifelong process of asking questions, collecting and analyzing information, and formulating valid conclusions.

BUILDING SPIRIT & CHARACTER

Indiana's young people will grow up learning to articulate and inculcate values upon which to make ethical decisions and promote the common good. Within safe boundaries, children and youth will test limits and understand relationships between actions and consequences.

BUILDING CREATIVITY AND JOY

Indiana's young people will have diverse opportunities to develop their talents in creative expression (e.g., music, dance, literature, visual arts, theater); to appreciate the creative talents of others; and to participate in recreational activities that inspire constructive, lifelong satisfaction.

BUILDING A CARING COMMUNITY

Indiana's communities will encourage their young people to see themselves as valued participants in community life. In addition to being recipients of services that express the communities' concerns for their safety and well-being, young citizens will become resources who will improve their surroundings, support the well-being of others, and participate in decisions that affect community life.

BUILDING A GLOBAL PERSPECTIVE

Indiana's children and youth will learn to see themselves as part of the global community, beyond ethnic, religious, state, and national boundaries. In formal and informal educational experiences, they will have opportunities to become familiar with the history, political issues, languages, cultures, and ecosystems that affect global life and future well-being.

BUILDING ECONOMIC INDEPENDENCE

Indiana's young people will be exposed to a variety of educational and employment experiences that will contribute to vocational and career options. Their formal and informal educational experiences will prepare them to make the transition from school to work, to contribute to the labor force, and to participate in an economic environment that will grow increasingly more complex and will require lifelong learning.

BUILDING A HUMANE ENVIRONMENT

All children will have access to a physically safe environment, free from abuse, neglect, exploitation, and other forms of violence. They will have adequate housing and living conditions; safe neighborhoods; clean air, food, and water. Their environment will be free from toxins, drugs, alcohol, and tobacco. All children will have an opportunity to learn how to protect their environment for the future.

Indiana Youth Institute • 333 N. Alabama, Suite 200 • Indianapolis • Indiana • (317) 634-4222

BEST COPY AVAILABLE